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CAREER SELECTION EDUCATION FOR STUDENTS ATTENDING SMALL
ISOLATED SCHOOLS.

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CAREER SELECTION EDUCATION PROJECT, ARIZONA, NEVADA

THIS DOCUMENT LISTS THE ASSUMPTIONS UPON WHICH THE
CAREER SELECTION EDUCATION PROJECT IS BASED AND THE CRITERIA
FOR A SCHOOL'S PARTICIPATION IN THE PROJECT, AS DEVELOPED BY
THE WESTERN STATES SMALL SCHOOLS PROJECT. THE OBJECTIVES OF
THE PROJECT ARE TO AID STUDENTS MAKE REALISTIC CAREER
SELECTIONS, DEVELOP SKILLS AND COMPETENCIES USEFUL IN MANY
CAREERS, AND DEVELOP SPECIFIC JOB ENTRY SKILLS. A CAREER
SELECTION AGENT ADMINISTERS THE PROGRAM AND COORDINATES THE
GENERAL EDUCATION AND VOCATIONAL EDUCATION DIVISIONS OF EACH
STUDENT'S PROGRAM. AN INTEGRAL PART OF THE PROGRAM IS THE
EFFECTIVE USE OF COMMUNITY RESOURCES FOR WORK EXPERIENCE,
EXPLORATION, OBSERVATION, AND ANALYSIS. ATTACHED APPENDIXES
INCLUDE A SPECIFIC OUTLINE OF THE CAREER SELECTION EDUCATION
PROJECTS AT VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA, AND
PATAGONIA HIGH SCHOOL, PATAGONIA, ARIZONA, AND AN OUTLINE OF
THE TEST BATTERY USED IN THE PROJECT. (FS)

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**Western
States
Small
Schools
Project**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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**CAREER SELECTION EDUCATION
FOR STUDENTS ATTENDING
SMALL ISOLATED SCHOOLS**

Rowan C. Stutz, Coordinator
Salt Lake City, Utah
1967

RC 000 832

CAREER SELECTION EDUCATION

INTRODUCTION

Education for career selection and orientation to the world of work is a uniform five state project of the Western States Small Schools Project operating in fourteen selected schools in Arizona, Colorado, Nevada, New Mexico and Utah. The participating schools represent those largely bypassed by conventional approaches to comprehensiveness and are characterized by:

1. Student population consisting of rural farm or non-farm youngsters.
2. The federal vocational and other programs are not meeting the vocational needs of most students.
3. No residential or other types of area vocational schools are available.
4. The school is, by state law or state definition, necessarily isolated.
5. School consolidation has not resulted in a large enough attendance unit to offer, by conventional methods, an economically feasible and broad vocational education.
6. The high school enrolls 200 or fewer students in the upper four years of education.

The general program described below is in operation in CSE (Career Selection Education) schools in Arizona, Colorado, Nevada and Utah; however, there are local variations as the program has been applied in specific schools. In New Mexico, for example, the project schools are placing major emphasis upon those experiences that assist students in making realistic career choices with much less emphasis upon the career development activities found in some of the other participating schools. In this connection New Mexico Schools are exploring some unique university-school relations in providing guidance services in project schools.

RATIONALE

The Career Selection Education project is based on certain assumptions concerning small schools. Some of these grew out of previous WSSSP experience, and some are being tested in the present projects. These are:

1. Small high school programs are presently college-oriented.
2. Present programs are not preparing students for the needed breadth of vocational exploration.
3. Rural youth have less realistic vocational aspirations than do urban youth. This is due to their limited contact with the vocations.
4. Education for Career Selection and Career Development can be woven into the current instructional program.
5. Faculties of small high schools do not have adequate training, orientation, or program guidelines to help them offer balanced experiences in career development.
6. Career selection and development education can adequately be provided in high schools of 200 or fewer students if resources beyond the regular teaching staff and the school campus are utilized in new and imaginative ways.

It is evident that most small high schools are not comprehensive, yet in view of the current population mobility, the vocational needs of all youth must be met. In small schools conventional approaches to providing vocational education do not and cannot apply. Therefore, new approaches must be undertaken. The significant portion of our school youth represented by those attending small schools must not be bypassed in such an important aspect of their education. The WSSSP career selection education project is in operation to explore some new approaches to meeting this vital problem of small schools.

Previous projects in WSSSP schools have demonstrated that an individualized program of instruction featuring a continuous progress, non-graded curriculum tended to exploit the strengths of the small school and minimize its

weaknesses. In these projects it was also demonstrated that students could pursue with a high degree of independence, learning programs designed to meet their needs. Project personnel believe that such an individualized program can be utilized in providing career development education including some skill training for selected students. It was further believed that community resources, both human and physical, could be mobilized in such a way as to offset to a degree the poverty of resources in the school related to preparation for the world of work.

THE PROGRAM

While individual programs in the several project schools vary, all undertake to accomplish three main objectives: to help students to (1) make realistic career selections, (2) develop skills and competencies useful in many careers, and (3) develop specific job entry skills.

To approach the first goal, most schools instituted a full year's course, usually for all 10th grade students, in career selection and orientation to the world of work. This is essentially a group vocational guidance class. It undertakes to supply the student with knowledge of the world of work, knowledge of self, and practice in using this knowledge in making a career selection. Here the student is provided with occupational information and general employment preparation information using a wide variety of materials including films, film strips, textbooks, state guides, manuals and industry developed pamphlets. Observation opportunities in the business enterprises operated in the small community, field trips to industrial areas and the classroom-use of consultants from industry are featured. The importance of human relations, knowing and getting along with other people is stressed. An opportunity is also provided the student to explore several selected career possibilities in some depth.

Student progress is measured and students are encouraged to practice and demonstrate what is learned. This class is administered a battery of tests*, several developed specifically for this project. Information from these tests become the basis for designing further learning experiences for individual students. Finally, the student is given practice through the use of simulated situations, life career games, and group interaction, in drawing upon his knowledge of the world of work and his knowledge of self in making career choices. Prior to completion of the course each student will have made at least a tentative career selection.

In relation to helping students pursue a career choice while still attending the small high school, students in grades 11 and 12 may be enrolled in a two-hour class designed to provide them with specific instruction related to the career of their choice. For some this will be pre-vocational training to help them prepare for further training after high school. For others it will be training in specific job entry skills.

It was suggested above that individualized programs in academic subjects, particularly in English and mathematics, in several WSSSP schools demonstrated that individually tailored courses of study featuring heavy dependence on student initiative, independent study can be successful in small schools. The diverse vocational classes rely heavily on this concept. A course of study including concept development, skill training, and practical work experience is developed for each member of the class consistent with his career choice. Instructional materials that will support this course of study are gathered and made available to the student. In those fields where programmed texts and other self-tutoring devices are available these types of materials are used extensively.

*See Appendix for complete Evaluation Battery

The planned use of business enterprises for observation and real experiences is incorporated in the student learning program. The industrial arts and home economics facilities are utilized for both simulated and real work experiences. The role of the teacher is primarily that of planning such courses, gathering the supporting materials, being available as a consultant or being able to make available other human resources.

As a general pattern the junior year is one in which the student gains background in relevant concepts and begins to pursue a specific career area. In the senior year he continues a program related to his career goal. However, the program is completely flexible, depending upon the needs of the student and the demands implicit in training for each particular career goal; and as a result in some project schools a pattern is difficult to detect.

As indicated, the effective use of community and area resources, both human and physical, for work experience, exploration, observation and analysis is an integral part of this program. Also in most project schools some modification of the general education program of students pursuing non-baccalaureate goals is attempted. Efforts are made to blend into the general courses some content of specific value in achieving the career goal. This blending has been done most effectively in English and mathematics in those schools where individualized programs are offered in these subjects. It is anticipated that more emphasis will be placed on this aspect of the CSE program in the final year of the present project.

CAREER SELECTION AGENT

A staff member called a Career Selection Agent (CSA) has been employed in each project school to implement the program of Career Selection Education.

Some CSA's devote full time to the program, others only part time. One of the objectives of the projects is to define the role of this staff member and develop a job description for this position. At this point it is possible to list some of his activities and responsibilities as they have been revealed as he has worked in the program.

1. The CSA is responsible for the direction of the classes described above. He plans the courses of study, gathers the necessary material, and directs the students' learning.

2. The CSA provides the leadership in mobilizing the resources of the school and community in support of the program. He identifies people and facilities in the community which would be available to the instructional program on a "contract" basis. He seeks the cooperation of employers in providing his students with on-the-job training and work experiences. He identifies people who might be available as consultants to students, even when such people are not in the immediate area and are available only by telephone.

3. The CSA provides leadership and assistance to the staff in (1) establishing procedures and scheduling needed to make these experiences available as an integral part of the students' education; (2) in blending vocational content into general education to help the student toward his career choice; and (3) in identifying career selection experiences.

4. The CSA cooperates with the WSSSP staff in on-going and terminal evaluation of the program. He also cooperates with other CSA's in efforts to identify practices and materials of value in achieving the ends of the program. He works with the WSSSP staff and other CSA's in workshops and team visits to exemplary programs to advance the program.

SAMPLE PROGRAMS

Included in the appendix are two examples of how project schools have implemented the career selection education project. A total of fourteen small high schools are participating and as may be seen from these two examples each school, while pursuing common objectives have devised unique plans for implementing the overall project design.

After a year of operating it has become apparent that there is a critical need to develop the kind of integrated career selection and development curriculum that will meet the general objectives of the CSE project.

Such an undertaking is not within the current financial capabilities of the Western States Small Schools Project. Therefore, a proposal has been prepared and a grant is being sought to finance the development of an Integrated Career Development Curriculum for Small Schools. If funded, work will begin on curriculum development project the summer of 1967.

The experimental Career Development Curriculum will comprise six components: Society and Work, Occupational Information, Self-knowledge, Career Planning, Basic Technology and Specific Vocational.

A P P E N D I X

Sample Program #1

CAREER SELECTION EDUCATION PROGRAM

Virgin Valley High School

PROCEDURE

Virgin Valley High School, Mesquite, Nevada
Student enrollment, grades 9-12: 145
Population of Community: 1,200 (area)
Size of Staff: 14
District Superintendent: Mr. Leland Newcomer
Virgin Valley Schools Principal: Mr. Blaine W. Allan
Career Selection Agent: Mr. L. Dean Lee
Counselor and Commercial Teacher

A tentatively proposed outline of the project which would be developed at Virgin Valley High School is hereinafter set forth. The community resources have been surveyed, commitments of willingness on the part of local businesses to participate have been received and the school district administration and the high school administrator have expressed intent to conduct a career selection project. Resources outside of the community will also be used.

Existing School Facilities

Work in leather
Woodworking
Arts and Crafts
Vocational Agriculture
 Skills: meat cutting,
 welding,
 horticulture
 basic building
 farm mechanics
 engines
Home Economics skills

Cooperating Businesses

6 large dairy and farm
 establishments
7 motels
5 cafes
1 general store
7 service stations
 (auto and truck)
1 theatre (potential)
1 emergency hospital
 unit
1 law enforcement unit
1 school
1 mattress factory
2 LDS Ward Bishops
1 federal credit union
1 telephone company
1 U.S. Soil Conservation
 office
4 mining operations
2 well drilling units
2 home builders
highway contractors

Outside Resources

National Park facilities
such as Hoover Dam,
Zions, Grand Canyon,
etc.

Forest service
Hotel management
Chef training
Entertainment
 management and
 procurement
Professional
 services of all
 types

Community Survey

Points to be considered as guidelines in conducting a survey of the appropriate businesses and firms in the community before students are placed in the training stations:

- a. The total number of training stations meeting minimum standards.
- b. Willingness of firm to cooperate as a training station.
- c. Minimum wage available for student workers.
- d. Existence of labor unions or company policies prohibiting the hiring of student workers.
- e. Main function of the firm.
- f. Total number of employees.
- g. Classification of employees (professional, skilled, etc.)
- h. Number of jobs available.
- i. Number of new positions available five years from now.
- j. Workmens compensation and other benefits available to student workers.
- k. Willingness of a representative of the firm to serve on an advisory capacity in cooperation with the career selection agent.
- l. Maximum wage student workers may receive.
- m. Names of personnel capable of serving as on-the-job instructors.
- n. Name of person to contact for future meetings.

Selection of Cooperating Businesses and Outside Resources

A well-planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.

1. A community survey should be conducted to determine all of the possible training stations.
2. A personal contact should be made in the firms which appear to meet all the minimum requirements for training stations.
3. A training station should be selected on the following basis:
 - a. The training station should provide training in an occupation approved by the State Department.
 - b. The training station should provide a position which requires training-not just a routine work experience of a repetitive nature.

- c. The training station should offer opportunities for advancement within the establishment.
- d. The establishment should provide the trainee with adequate supervision by an on-the-job instructor.
- e. The working conditions should be satisfactory, clean, safe, and on a par with similar jobs.
- f. The training station should have a good reputation and be accepted by the community as a reliable, respectable firm.
- g. The employer should have an interest in training the student and appreciate the importance of the program.
- h. The training station should be capable and willing to provide training throughout the school year and beyond if necessary.
- i. The training station should have adequate facilities, equipment, and use up-to-date methods.
- j. The training station should be within a reasonable distance of the school.
- k. Good employer-employee relationships should exist.
- l. The training station should be willing to pay the minimum wage for student workers after a reasonable training period.

Training Agreements

A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved should be developed for students placed in cooperative work experience.

- 1. The training agreement should be developed and signed before a student is placed on the training program.
- 2. The training agreement should be developed jointly by the Career Selection Agent and the employer.
- 3. The employer, student, school, and parent should receive a copy of the training agreement.
- 4. The training agreement should contain at least the following:
 - a. Objectives of cooperative work experience.
 - b. Date training is to begin and end.
 - c. Minimum and maximum wage students may receive.
 - d. Minimum and maximum hours students are to work per week

- e. Provisions for student safety such as insurance, workmen's compensation, etc.
- f. Student's relation with labor unions or other agencies.
- g. Responsibilities of the student, employer, school and parents.
- h. Provisions for not employing students when they do not attend or drop out of the related instruction class.

Supervision of Students by Employers

Employers should have the responsibility of providing adequate and timely instruction and supervision of the student while they are working in the training station.

1. The on-the-job instruction personnel should:
 - a. Have daily contact with the students at the training station.
 - b. Be freed from some of his regular duties to give him time for providing on-the-job instruction.
 - c. Be responsible for the actions of the student while working in the training station.
 - d. Should have the responsibility of providing the on-the-job experiences listed in the training plan.

Evaluation of Student Progress

Achievement in both classroom related instruction and performance on-the-job should be considered in evaluating students.

1. Employers should have the responsibility for rating the on-the-job achievement of the students.
2. The Career Selection Agent should supply the employer a rating sheet that lists desirable outcomes rather than letter grades to help them rate student performance.
3. Students should receive high school credit for the work performed at the training station during school hours.

The program will contain the following phases:

- | | |
|--|--------------|
| 1. Orientation and exploratory experiences | (9th Grade) |
| 2. Preparatory experiences | (10th Grade) |
| 3. Beginning work - study | (11th Grade) |
| 4. Advanced work - study | (12th Grade) |

Phase 1 - Orientation and Exploratory Experiences

At the 9th grade level there will be a program of occupational information, exploratory experiences and career selection counseling designed to help each student select a vocational goal. This goal, of course, will be on a tentative basis. Preliminary ground work in vocational thinking would be helpful and should be accomplished as early as the 7th grade through the use of elementary vocational exploratory courses. The use of S.R.A. Occupational Exploration Kits of appropriate levels is of great value at this phase of the program.

Phase 2 - Preparatory Experiences

Through the 9th and 10th grades, these preparatory experiences would be primarily vicarious in nature. The experiences gained by the students would be experiences gained through kits, films, helpful in determining aptitudes and attitudes as well as discovering latent possibilities.

Phase 3 - Beginning Work - Study

At the beginning of the 10th year, each student who anticipated vocational training will enroll in a course entitled "Employment Preparation". This course will run two semesters, will carry high school credit and will be a prerequisite for advanced work and study for purposes of career selection. It is anticipated that this course will include the following fundamentals:

Surveying for job opportunities

Money management on a personal basis

Communications

Business law fundamentals

Human relations

Labor unions and management

Dressing and grooming for a job

Insurance and the individual

Job seeking and application procedures

Business organization essentials

Record keeping fundamentals

Starting a business

Career days

Field trips

Phase 4 - Advanced Work - Study

The advanced work and study phase of career selection involves a sequence of learning experiences based upon:

1. Regular skill courses in high school
2. Programmed instruction
3. Educational television instruction, when available
4. In-school lab experiences
5. In-the-community lab experiences
6. Post-high school training

Individual students may, through proper counseling by the CSA, elect to pursue a specific occupational training plan or may select exploratory learning experiences from a combination of several plans. Following is a list of various resources currently available (or potentially available) to students of Virgin Valley High School:

1. Educational television - this is presently a potential source of instruction and will undoubtedly become a reality in the near future.
2. Regular course offerings:
 - Type I and II
 - Shorthand I
 - Office practice
 - Bookkeeping and general business
 - Mechanical drawing and general shop
 - Industrial arts
 - Home economics
 - Farm mechanics
 - Vocational agriculture
3. Programmed instruction in specific fields of interest. This source is becoming very broad in most fields of interest.

The advanced work-study program would be reserved for students in the 11th and 12th grades who have presumably at this point been given an adequate background to enable them to realistically look at the experiences provided for them and choose a vocation best fitted for their particular needs and interests.

Selection of Students

The school should have a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers and meets student needs.

1. A general announcement concerning the program should be made to all students.
2. Interested students should fill out application forms.
3. The CSA and the school counselor should work closely in determining capable and qualified students.
4. The CSA should conduct personal interviews with each interested student.
5. Personal contact should be made with each student's parents before a final selection is made.
6. Occupational interest and IQ tests should be used in making the final selection.
7. Students should be selected during the school year preceding the year the students enroll. This would be sometime during the second phase of the program, or in the 9th grade preferably.

8. Students should be able to work during a portion of the regular school day when they get into the last two phases of the program. Modular flexible scheduling provides an ideal vehicle for this type of program.
9. In making the final selection of students, students should:
 - a. Have a definite occupational objective.
 - b. Obtain the approval of the parents for participation.
 - c. Be at least 16 years old when the on-the-job training begins.
 - d. Have maintained good school attendance records.
 - e. Be able to get to and from the training stations.
 - f. Be interested in occupations in which adequate training stations are available.

THE CAREER SELECTION AGENT

Promotion of the program: The CSA should assume the major responsibility for promoting the program. The following promotional activities should be used:

1. Newspaper announcements and stories.
2. School publications.
3. School assembly programs.
4. Talks to civic groups or other organizations.
5. Talks to teachers and other school personnel.
6. School exhibits, tours and projects.
7. Free radio or television time.
8. A section of the school yearbook.
9. Letters to students and parents.
10. Individual contacts with students and parents.
11. Employer-employee banquets.
12. Letters of appreciation to employers and parents.
13. Recognition certificates to employers and on-the-job instructors.

The CSA should be responsible for maintaining the following records and reports:

1. Employers rating of student progress.
2. Reports of visitation to students at training stations.
3. Placement records of former students.
4. Individual student earnings and hours worked while enrolled in the program.
5. Individual training plans and agreements.

Policy statement: The CSA at Virgin Valley High School would be working on a twelve month basis at a salary paid as per the Teachers' Salary Schedule of the Clark County School District, adjusted to compensate for the extra time involved. There will be 22½ days vacation allowed.

It is anticipated that a minimum of three years will be required to fully implement the career selection program at Virgin Valley High School. A great deal of preparation and planning must be done to lay the proper foundation for a successful program.

A written policy statement at Virgin Valley High School should be developed to help in administering the program which would include provisions for:

1. Age of students to be enrolled.
2. School time provided for on-the-job training.
3. Selection standards for students.
4. Length of student on-the-job training period.
5. Responsibility for student safety and liability.
6. Requirements for student training plans.
7. Membership in youth organizations.
8. Length of classroom instruction periods.
9. Content of related instruction.
10. Minimum and maximum size of classes.
11. Standards for facilities and instructional materials.
12. Standards for supervision and instruction by employer.
13. Standards for supervision by the CSA.
14. Time and travel allowances for the CSA.
 - a. These allowances would be in keeping with current Clark County School District Policy.

15. Objectives of the program.
16. Administrative relationships.
17. Financing of the program.
 - a. Implementation of the program at Virgin Valley High School would be paid in part by Western States Small Schools Project Funds. After the first three years, the program would be financed by the District.
18. Organizing and using an advisory council.

Sample Program #2.

CAREER SELECTION EDUCATION AND GUIDANCE

Patagonia High School, Patagonia, Arizona

Patagonia Union High School Department of Guidance and Career Selection Education has been combined.

The program includes, guidance, testing, exploring the field of work, work experience, and pre-professional practicum.

Guidance classes are held from grades seven through twelve once a week for forty minutes; each student is enrolled in the class which does not offer an academic credit. Subjects discussed are educational future, careers, and testing. Materials are not only geared to college-bound students, but also to the vocational student. Students explore their career selection through textbook materials, periodicals, audio-visual, and other avenues of research. The testing program is discussed as to its purposes, procedures, and results.

Work experience is a cooperative program wherein the student works about 280 minutes (14m) a week under the direction of one of the local business men. He is taught as much about the business as he can learn. This course is designed for the students not planning to continue their education after finishing high school.

Pre-professional practicum is a special course in which the student with demonstrated interest and talent for one of the professions, (medicine, law, engineering, etc.) spends about 280 minutes (14m) each week working directly for a member of the profession. The actual experience will help the student know more definitely whether he should plan on the additional education necessary for entry into that professional field. It might also qualify him for part-time employment.

The duty of Counselor- Career Selection Agent, is to work with each student as an individual to help him select his future career.

Grade 7

Acquaintance with physical layout and facilities

Orientation	- Handbook	Recording	<u>How to Study</u>
	Study habits	Text	<u>How to Study</u>
	Library		Morgan-Duse
	Schedule		
	Report card		

Educational Opportunities - Eighth Grade Curriculum

Occupations and careers - SRA Kit

Testing Program - Purpose
Conference

Academic - California Achievement Test, Jr. High

Mental - California Mental Maturity, Jr. High and short form, Jr. High

Text - About You - Cosgrove, Josey

Grade 8

Orientation - Handbook
Study habits
Schedule
Library
Report card

Testing Program - Purpose
Parent conference

Educational Opportunities - High school curriculum
Requirements for graduation
Requirements for college entrance
Requirements for trade school entrance
Vocabulary - High school terms

Introduce Scholarship program

Exploring the world of work - SRA Kit

Testing Program - Purpose
Conference

Academic - California Achievement Test, Jr. High

Grade 9

Orientation - Handbook
Schedule
Study habits
Accumulative grade average

Careers - World of work	Qualifications
Exploring careers	Salaries
Advantages	Discussion by student in the
Disadvantages	Work experience class.

Scholarship program

Educational plans - Jr. College, College, University or Vocational school
Qualification for entrance
cost

Testing Program - Purpose
Conference

Academic - California Achievement Test, Jr. High form
Vocational G.A.T.B.

Skill Inventory
Kuder Preference Inventories, Vocational

Test My Educational Plans -- Munson

1. A look at my interests, abilities and achievements.
2. My values and attitudes.
3. My attitude toward work.
4. Appraising my progress.

Grade 10

Orientation - Handbook
Schedule
Study habits
Accumulative grade average

Interest - Present (Fall-Spring)
Present interest for student
College or vocational school
Subject excelled

Interest groups work - College, Vocational, Non-skill

Testing Program - Purpose
Conference

Academic - California Achievement Test, Advanced form
Occupational Information Inventory

Text - Discovering Yourself - Cossgrove, Unruh

Grade 11

- Orientation - Handbook
Study habits
Accumulative average
College admission
- Vocational school admission
Military service obligations
American college test
National merit scholarship
- Individual study projects - Scholarships and grants (College and Vocational)
Non-skilled trades
(Each member of class to give one written report
and one oral report on two different vocations)
- Speakers to talk on various vocations - Banking
Service station operations
Legal profession
Barbering
Retail merchandising
Retail meat and grocery
- Testing - Purpose
Conference
- Interpreting - G.A.T.B.
Kuder preference
Inventory
- Academic - California Achievement Test, Advanced form
California Test of Mental Maturity - secondary
- Text - I'm Not Going to College - Spiegler and Hamburg

Grade 12

- Orientation - Handbook
Senior - History
- Senior - Pictures
American College Test
- Careers - College
Vocational Military
- Each student will select two vocations and give one written and one oral report.
- Scholarships and Grants - College
Private
- Military (ROTC)
National Defense Educa. Act
- Career Speakers - Postal employment
Medical profession
Social worker
- Insurance
Management
Attendance open to both
juniors and seniors
- Testing - Purpose
Conference
- Academic - California Achievement Test, Advanced form
- G.A.T.B. will be administered to any senior upon his request. Occupational
Information Inventory will be administered to any senior upon request.

CAREER SELECTION EDUCATION

Newspaper

Nogales Herald

Students work a total of 120 minutes of news writing (4m) per week; in addition to class meeting under supervision.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Students will furnish their own transportation to and from work.

TRAINING INCLUDES: Orientation to newspaper
Technique - News story - Feature story
Advertising
Student will keep log book

Engineering - Work experience

Lenon Engineering

Students work a total of 280 minutes (14m) per week; in addition to one class meeting 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Students will furnish their own transportation to and from work.

TRAINING INCLUDES: Orientation to engineering practice and policies
Office procedure
Confidential information
Report on job work
Maintenance of hand tools - boys
Making of blue prints - Ozalid reproduction

Keeping of time

Consolidation of time

Consolidation of time on job

Service cars - (not permitted to drive company vehicle on job)

Office training

Telephone

Mailing - Statements

Promotional material

Engineering

Pre-Professional Practicum

Lenon Engineering

Students work a total of 280 minutes (14m) per week; in addition to one class meeting 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Students will furnish their own transportation to and from work.

TRAINING INCLUDES: Orientation to engineering practice and policies
Office procedure
Confidential information
Report on job work
Maintenance of hand tools - boys
Making of blue prints - Ozalid reproduction
Use of log rhythms
Trigonometry function

Keeping of time

Consolidation of time

Consolidation of time on job

Service cars - (not permitted to drive company vehicle on job)

Office training

Telephone

Mailing - Statements

Promotional material

Answering routine letters

Banking

Balance statement

Mail deposit

Student will keep log book

Retail Grocery

Happy Home Grocery

Students work a total of 280 minutes (14m) per week; in addition to one class meeting 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Students will furnish their own transportation to and from work.

TRAINING INCLUDES: Survey of the store
Regulations of the employer
Placement of stock in store room and store
Filling of stock orders, placing merchandise on shelves
Study of different brand names of food
Stamping prices on merchandise
Skill in weighing merchandise
Study of cuts of meats
Meat packing and cutting
Sacking of merchandise
Build display
Operation of cash register
Student will keep log book

Service Station and Garage Attendant

Len's Texaco

Students will work a total of 280 minutes (14m) per week; in addition to one class meeting of 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Student will furnish their own transportation to and from work.

TRAINING INCLUDES: Orientation of the station
Station policies
Safety regulations
Function and maintenance of tools
Skills of mechanics
Tire repair
Fuel system
Paint and body work
Lubrication
Operation of gas pumps
Operation of cash register
Student will keep log book

Retail Grocery

Sonoita Mercantile

Students work a total of 280 minutes (14m) per week; in addition to one class meeting 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted per year at the satisfactory completion of the year's course.

Student will furnish their own transportation to and from work.

TRAINING INCLUDES: Survey of store
Regulation of employer
Placement of stock in store room and store
Filling of stock orders, placing merchandise on shelves
Study of different brand names of food
Stamping prices on merchandise
Skill in weighing merchandise
Study of cuts of meats
Meat packing and cutting
Sacking of merchandise
Operation of cash register
Student will keep log book

Offset Press

Patagonia Union High School

Student works a total of 280 minutes (14m) per week; in addition to one class meeting of 40 minutes (2m) once a week with the Career Selection Agent to discuss and share their work experience.

One conference per grading period will be held with the employer, student, and Career Selection Agent.

One full credit will be granted with satisfactory completion of the year's course.

Students will furnish their own transportation to and from work.

TRAINING INCLUDES: Orientation of machine
Safety habits
Parts of machine
Types of printing
Newspaper
Teacher made tests
Office notices
Printing of club material
Patagonia Womans Club, Town Council, Rotary Club,
Parent Teachers Club
Offset printing through Thermo-fax offset plates
Student will keep log book

WSSSP PROJECT EVALUATION BATTERY

Measure	When Given	Time	Purpose	Use	Analysis
I. Questionnaire and Biographical data	pre and post	15 min.	a. To obtain students vocational preferences. b. Socioeconomic status. c. Father's occupation	a. How intelligent are initial and final stated career choices. b. CSA provide career data and relate stated choices to interest and GATB patterns.	a. Relate OAP of 3 states occupational choices with OAP of pupil as gotten on GATB. b. Are stated occupational choices at end of study more realistic than at start based on GATB?
II. Kuder Preference Record Vocational form CM	pre and post	50 min.	a. To measure 11 areas of vocational interest	a. CSA provide interest data to student and relate his interests to stated vocational preferences and GATB.	How do interests change in the experimental versus control programs between pre and post test?
III. GATB	Once early in prog.	135 min.	To measure 9 aptitude areas and identify OAP's for each pupil that are above cut-off points (9th, 10th and 12th grade cut-offs are available)	a. As baseline for comparing reality level of stated occupational choices and self-concept. b. For use by CSA in counseling students.	GATB profile compared with pre and post self-concept, aspiration level, and stated occupational choices.
IV. WSSSP Skill Inventory	pre and post	30 min.	a. To measure the pupils self-concept in each of the 9 aptitude areas of the GATB b. To measure pupils self-concept concerning his potential or ability to succeed at certain jobs that require high aptitude in different aptitude areas of GATB.	a. To determine the accuracy of the student's self-perceptions of his aptitudes and job potential.	a. Compare aptitude self-concept profiles obtained at beginning and end of project with GATB profile. b. In what areas are the pupils' self-perceptions most accurate and inaccurate? c. In what areas do greatest changes take place between pre-test and post-test?
V. WSSSP Occupational Information Inventory	pre and post		To measure a student's knowledge of specific behaviors involved in occupations most frequently available in the mountain states.	Four areas of information are covered - entering salary, occupational aptitudes, temperaments and vocational interests.	1. Appraise the accuracy with which students perceive the aptitudes, temperaments and interests required for the occupations listed. 2. Diagnose types of information needed to be learned. 3. Occupational subscores for individual students in areas of vocational interest.
VI. Haller Occupational Aspiration Scale (Boys), Jeff's Occupational Aspiration Scale (Girls)	pre and post	20 min. 20 min.	a. To measure occupational aspiration level.	a. To assess reality of pupil's aspirations at start and end of project.	a. Check each of OAS occupations against G-scale (intelligence) on the GATB and note minimum G-scale cutoff for each occupation. Take G-scale average value of 8 occupations chosen on OAS and compute difference between this average and pupils actual G-score on GATB. This difference gives reality level of pupil's occupational aspirations in terms of his G-scale (intelligence)
VII. Jeff's Educational Aspiration Scale	pre and post	20 min.	To measure educational aspiration level	To assess the realism of the students career choice, aptitude, interests and aspirations in light of his educational aspirations.	Check aptitude, interest, occupations, aspiration and self-concept profiles against educational aspiration for indications of realism of educational aspiration in terms of other measures.
VIII. Follow-up Study	each year		To measure effectiveness of CSE programs against actual job and educational history.	Provide data for changing community attitudes toward certain occupational choices and vocational education programs. Provide data for assessing the effectiveness of CSE programs.	
IX. Telephone Interview	each year		To develop a job description for the CSA	As CSA's work with student, school faculties and community business enterprises there will emerge successful patterns of operation. These interviews are designed to determine and ferret out successful modes of operation.	A job description of the CSA will be developed from the material secured by the interview and other sources.